MALCOLM C HURSEY ELEMENTARY 4542 Simms St. N. Charleston, SC 29406 PK-6 Elementary School GRADES 382 Students ENROLLMENT Dorniece Butler 843-745-7105 PRINCIPAL SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319 Ms. Nancy Cook 843-760-2635 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 2 9 50 43 3 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: Z This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

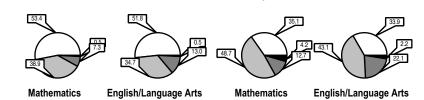
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

75.6%

Elementary Schools with Students like Ours

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School



Definition of Critical Terms

Advanced
Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient
Well prepared to work at next grade level; met expectations

Basic
Met standards; minimally prepared, can go to next grade level

Below Basic
Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	Enrollment 1st	/	/ %	/	/ °`	/	% Proficient and Advanced	Performance Objective	Participation Objective M.
	h/Langua	~					40.0	V	V
All Students	238	99.2	52.0	34.7	12.8	0.5	18.9	Yes	Yes
Gender	400	00.5	50.0	24.0	44.0	0.0	47.4		
Male	133	98.5 100.0	56.9 46.0	31.2	11.9	0.0	17.4		
Female	105	100.0	46.0	39.1	13.8	1.1	20.7		
Racial/Ethnic Group White	31	100.0	52.2	26.1	21.7	0.0	30.4	I/S	I/S
African-American	197	99.0	51.2	37.2	11.6	0.0	16.5	Yes	Yes
Asian/Pacific Islanders	6	99.0 I/S	1/S	1/S	I/S	1/S	10.5 I/S	I/S	I/S
Hispanic	2	1/S	1/S	1/S	1/S	1/S	1/S	1/S	1/S
American Indian/Alaskan	1	1/S	I/S	I/S	I/S	1/S	I/S	1/S	1/S
Disability Status	,	1/3	1/3	1/3	1/3	1/3	1/3	1/3	1/3
Not disabled	182	99.5	47.3	38.0	14.0	0.7	21.3		
Disabled	56	98.2	67.4	23.9	8.7	0.0	10.9	I/S	Yes
Migrant Status	- 50	J0.2	07.4	20.0	0.7	0.0	10.5	1/0	103
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	238	99.2	52.0	34.7	12.8	0.5	18.9		
English Proficiency				• 111	14.5				
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	233	99.1	52.1	34.9	12.5	0.5	18.2		
Socio-Economic Status									
Subsidized meals	218	99.5	53.0	35.0	12.0	0.0	17.5	Yes	Yes
Full-pay meals	18	94.4	38.5	30.8	23.1	7.7	38.5		

Mathematics - State Performance Objective = 15.5%									
All Students	238	99.2	54.1	38.3	7.1	0.5	18.4	Yes	Yes
Gender									
Male	133	98.5	56.9	37.6	4.6	0.9	16.5		
Female	105	100.0	50.6	39.1	10.3	0.0	20.7		
Racial/Ethnic Group									
White	31	100.0	47.8	43.5	8.7	0.0	13.0	I/S	I/S
African-American	197	99.0	56.1	37.2	6.1	0.6	16.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	182	99.5	46.7	43.3	9.3	0.7	21.3		
Disabled	56	98.2	78.3	21.7	0.0	0.0	8.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	238	99.2	54.1	38.3	7.1	0.5	18.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	233	99.1	55.2	37.5	6.8	0.5	16.7		
Socio-Economic Status									
Subsidized meals	218	99.5	54.6	38.3	6.6	0.5	18.0	Yes	Yes
Full-pay meals	18	94.4	46.2	38.5	15.4	0.0	23.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced			
	_	Englis	sh/Langu							
Grade 3	64	100.0	41.1	48.2	10.7	N/A	10.7			
Grade 4	79	98.7	54.7	39.1	6.3	N/A	6.3			
Grade 5	54	100.0	53.3	46.7	N/A	N/A	N/A			
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 3	46	97.8	14.6	46.3	36.6	2.4	39.0			
Grade 4	59	100.0	46.3	42.6	11.1	N/A	11.1			
Grade 5	78	100.0	65.1	30.2	4.8	N/A	4.8			
Grade 6	55	98.2	70.2	27.7	2.1	N/A	2.1			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
			Mathemat	ics						
Grade 3	64	100.0	32.1	64.3	3.6	N/A	3.6			
Grade 4	79	100.0	37.5	46.9	12.5	3.1	15.6			
Grade 5	54	100.0	42.2	48.9	6.7	2.2	8.9			
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 3	46	97.8	31.7	56.1	12.2	N/A	12.2			
Grade 4	59	100.0	48.1	44.4	5.6	1.9	7.4			
Grade 5	78	100.0	61.9	33.3	4.8	N/A	4.8			
Grade 6	55	98.2	70.2	23.4	6.4	N/A	6.4			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

SCHOOL PROFILE							
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School			
Students (n= 382)			EIKO GUIO				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%			
Retention rate	1.0%	Down from 5.8%	3.7%	2.7%			
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	93.5% 8.9%	Down from 94.8%	96.2% 6.6%	96.4% 4.6%			
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%		5.7%	3.5%			
Eligible for gifted and talented	2.1%	Up from 1.0%	5.0%	13.5%			
On academic plans	N/AV	N/AV	N/A	N/AV			
On academic probation	N/AV	N/AV	N/A	N/AV			
With disabilities other than speech	12.0%	Down from 14.6%	8.0%	8.2%			
Older than usual for grade	2.6%	Down from 21.6%	2.4%	0.9%			
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%			
Teachers (n= 29)							
Teachers with advanced degrees	58.6%	Down from 59.3%	47.8%	51.4%			
Continuing contract teachers	75.9%	Down from 88.9%	78.6%	87.5%			
Highly qualified teachers**	92.0%	N/A	92.7%	95.0%			
Teachers with emergency or provisional certificates	8.0%		3.5%	0.0%			
Teachers returning from previous year	78.7%	Down from 82.1%	82.1%	86.7%			
Teacher attendance rate	94.6%	Down from 95.2%	94.7%	94.9%			
Average teacher salary Prof. development days/teacher	\$43,537 14.8 days	Down 1.9% Down from 17.1 days	\$38,993 s 13.3 days	\$40,760 12.4 days			
School							
Principal's years at school	3.0	Up from 2.0	4.0	4.0			
Student-teacher ratio in core subjects	22.2 to 1	Up from 15.9 to 1	17.0 to 1	18.9 to 1			
Prime instructional time	85.3% \$6.454	Down from 88.4%	88.9% ¢7.022	90.0%			
Dollars spent per pupil*	70.1%	Up 1.9% Up from 69.5%	\$7,033 63.9%	\$6,044 65.9%			
Percent of expenditures for teacher salaries*	70.1%	Op 110111 69.5%	03.9%	03.9%			
Opportunities in the arts	Good	No change	Good	Good			
Parents attending conferences	99.0%	No change	99.0%	99.0%			
SACS accreditation	No	No change	Yes	Yes			
Character development program * Prior year audited financial data are reported.	Good	N/A	Good	Good			
		Our District		State			
Highly qualified teachers in low poverty		88.1%		2.0%			
Highly qualified teachers in high povert	y schools**	87.8%		1.1%			
		State Objectiv		te Objective			
Highly qualified teachers in this school	**	65.0%		Yes			
Student attendance in this school		95.3%		No			
**NOTE: The verification process was not complete	d for the year rep	orted; therefore the count of h	ighly qualified teachers	may not be accura			

^{*}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We really need and appreciate your continued interest in our children's future. Education will largely determine what their future will be. It is critical that we work together in helping our kids to grow physically, emotionally, as well as academically. As we work collaboratively, our boys and girls will become scholars in their own right and be stellar citizens.

While serving as Principal at Hursey Elementary, I have had the opportunity and pleasure to work with many dedicated and devoted educators, parents, and community members. We have shared the common goal of contributing to the academic success of all children. This is commendable and in keeping with the vision of the "No Child Left Behind" legislative act.

Hursey Elementary School's Report Card provides you with an overview of where we are as a school. I invite you to read it carefully. As a school, our focus is on continuous improvement. We have developed strategies to motivate higher student performance. More of our students are now scoring Basic and Proficient on PACT than last year in both Language Arts and Math. Our staff has become better qualified through staff development, and we have placed more state-of-the-art computers into our students' hands to assist them in training for the work force.

We have a very challenging assignment ahead of us. We believe that our children can, with the proper assistance, become lawyers, doctors, etc. We have diligently sought, and received two major grants. These grants provide the necessary staff development, materials, and structure to help us achieve continuous improvement.

We realize that education is a journey, not a destination. Therefore, we know that we have much to do and a long way to go to help our children reach their full potential. There are many obstacles. Negative behavior and attitudes, for example, continue to be distractions. Research shows that children do not learn effectively when they either distract themselves or others with inappropriate behavior. The solution must involve all of us. If we are united, our children will benefit. To assist in this effort, we now have the following resources in place; a full-time Student Concern Specialist; a full-time Mental Health Consultant; a full- time Guidance Counselor; a Computer Technology Assistant; two Literacy Coaches; a Parenting Assistant; and two, three- year grants - America's Choice and Project Read.

Our children's academic future is in our hands. Let the journey begin.

Dr. Dorniece Butler, Principal

Ms. Jenifer Mahanes, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	23	44	14				
Percent satisfied with learning environment	30.4%	72.1%	71.4%				
Percent satisfied with social and physical environment	30.4%	66.7%	69.2%				
Percent satisfied with home-school relations 17.4% 76.2% 78.9							
*Only students at the highest elementary school grade level at this school and their parents were included.							